JOURNAL OF EDUCATION.

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, ASSISTANT EDITOR

CONTENTS—NOVEMBER 5, 1925

EDITORIALS:—

Success as a Disease 419
Boston Sets Another Pace 420
W. O. Thompson to Denver 420
Youngest State Superintendent 420
Kirksville College 420
School Strikes 421
Notable Farm-Life School 421
New Educational Functioning 421
A Noble Woman 421
The New Heath Editor 421

THE EMPIRE OF THE REPUBLIC 422
By A. E. Winship

BROOME OF PHILADELPHIA 423
By A. E. Winship

SUBJECT MATTER VS. THE CHILD IN CURRICULUM MAKING 424
By Frank W. Ballou

NEW CONCEPTION OF HUMANE EDUCATION 427
By Mrs. H. Clay Preston

MODERN LANGUAGES AS PREPARATION FOR FOREIGN SERVICE 429
By Charles Lyon Chandler

AMERICAN EDUCATION WEEK, NOVEMBER 16 to 22, 1925 428

FIRE DRILLS IN CHICAGO 431
By A. E. Winship

PERSONAL AND PROFESSIONAL 433
BOOK TABLE 434
TREND OF THE TIMES 436
EDUCATION IN ACTION 438
GRINS BETWEEN GRINDS 441

Published Weekly (fifty issues a year) by New England Publishing Company, 6 Beacon Street, Boston, Mass. Subscriptions, $3.00 a year. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Success as a Disease

For the first time, so far as our observation goes, success is a professional disease.

We could name a number of school people of various ages who have this new "germ" wiggling in their system. Indeed it is almost inevitable that any one and every one who is a success in any principalship or professorship, in any supervisory or superintendency position or in any presidency will be crazy to change.

Contentment in success or with success is almost an unknown quantity, provided the successful one has been in a Teachers College or School of Education in recent years.

Here is a specific case, one that we could parallel many times. We were in a prominent educational institution eighteen months ago. Three of the faculty were outstanding professional personalities. Their work was extra good. They were highly appreciated by the administration, by the faculty, by the student body and by the community. They were receiving salaries that they would have considered princely three years before. They were happy in their work, in their home life, in their professional comradeship. There was nothing to discount their joy except that they thought they ought to feel equal to a bigger job, a higher salary, greater fame. We said to them very emphatically: "You should be satisfied to the end of the limit with your success here." They resented the implication that they were not equal to something better. The following September, each of them was in a bigger position, a higher salary, something more famous.

Last June each of them was homesick; would make any sacrifice to be back where she was a year ago.

Another case: Miss X—— was wonderfully successful in a position of usefulness, influence, with a high salary. Everything that heart could wish except that she thought she was equal to something bigger, better, higher. We tried to have her see how wonderfully successful she was, how proud and contented she ought to be. She also resented our implication that she better stay contented in a delightful position at a good salary and she seemed to enjoy having me know that she was going to a position with a thousand dollars more salary last September.

This June the poor woman was in agony of soul because there is no position of any kind, at any salary, in the institution out of which she went so triumphantly last September.

It is not a matter of a few or of many cases, but it seems to be a universal epidemic, a most pernicious disease which makes it im-

posible for any one to be a success, an unusual success, and be contented. "I feel as though I lack ambition if I am contented," is a universal symptom of this new and fatal success disease.

Boston Sets Another Pace

The Boston Board of Education, under the lead of Superintendent Jeremiah E. Burke, has set a standard that other cities are likely to follow. Miss Julia E. Sullivan, president of the Department of Classroom Teachers of the National Education Association, has been given leave of absence on full pay from January 4 to February 19 in order that she may devote herself to the promotion of the Department of Classroom Teachers. This is the first time any city has done anything of the kind, but it is probable that all cities will do this hereafter. Think what it will mean to Boston to have a woman of Miss Sullivan's culture and personality go from city to city, meeting the classroom teachers and the general public as a representative of this city!

With Miss Mary McSkimmon of Brookline representing the state, and Miss Sullivan representing Boston, and Florence M. Hale representing Maine as a free lance, New England is getting a great hearing educationally.

W. O. Thompson to Denver

W. O. Thompson leaves one of the great State University presidencies to accept the pastorate of a Presbyterian Church. This is an unprecedented departure. The Ohio State University, Columbus, was never more flourishing financially or in student enrollment, never had a faculty of as eminent scholars, could not ask to have more ideal harmony in the student body, in the faculty, in legislative appreciation, or in the state at large than it has today.

The president, after twenty-six years of noble service and of uniform notable success, is nationally recognized as one of the eminent university leaders of the country.

There is no reason why Dr. Thompson should want to leave the presidency of Ohio State University; no reason why any one should want him to leave the presidency, and every reason why he would want to stay and why every one should want him to stay in the Columbus position.

All this adds materially to the professional interest in his decision to leave professional education for religious service. To us personally much interest attaches to this remarkable choice of Dr. Thompson.

More than forty years ago we spent several days in Longmont, Colorado. We had been journeying around in the Intermountain region and down into New Mexico and Old Mexico, and before starting homeward we sojourned for a time with kinsfolk and with two of our students in the Bridgewater, Massachusetts, State Normal School. Rev. William O. Thompson was then pastor of the church which all these families of our friends attended. Consequently when he came to the presidency of Miami University at Oxford, Ohio, we were keenly interested, and that interest has been heightened in our association with President Thompson in educational leadership in the nation in all these years. To us, therefore, it is no surprise that the intensely urgent appeal of the Presbyterian Church of Denver was irresistible.

Youngest State Superintendent

Dr. Francis B. Haas, the youngest, in point of service, of all state superintendents of public instruction, appointed by Governor Pinchot following the death of Dr. Becht, has made the rounds of the county institutes at the rate of two or three a day, and his addresses have been of a high order professionally and civically, greatly pleasing the school people of the state and presenting the business side of the public schools in a way that challenges the support of taxpayers and legislators. It is universally admitted that as first assistant superintendent and later as acting superintendent he was eminently masterful in dealing with the Legislature on educational affairs.

One hundred and fifty-four conventions are already scheduled for meeting in Philadelphia during the sesqui-centennial celebration next year. This will bring more than a million delegates of the one hundred and fifty-four organizations. The National Education Association was one of the "early birds," and we hope the hotels will appreciate that next July.

Kirksville College

The State Teachers College at Kirksville, Missouri, enters upon its fifty-sixth year as a state institution for the preparation of teachers under highly favorable conditions. The city itself is prospering beyond precedent and is increasing in population faster than any other city in Missouri.

Dr. John R. Kirk, whose administration of twenty-six years saw the normal school become a state teachers college, saw the campus take on college proportions, and saw the institution receive high national recognition, is entering upon his life as president emeritus with delightful social and professional recognition. Eugene Fair enters upon his career as president of one of America's really famous Teachers Colleges with the loyal support of his faculty, among whom are H. G. Swanson, dean of the faculty; Byron Cosby, business administrator; and Mrs. Marie Turner Harvey, who is eminent in rural school leadership not only in Missouri and the United States but throughout the world. "New Schools for Old," by

Evelyn Dewey, the brilliant story of the Porter School, is to be translated into the Japanese language.

Just now Kirksville is extra proud of the fact that Glenn Frank, the new president of the State University of Wisconsin, who bids fair to be the most eminent university president, is a graduate of Kirksville under Dr. Kirk.

All this distinction has been heightened by a five-day, five-hundred-mile Good Will Tour by fifty of Kirksville's leading business and professional men under the inspiring leadership of Dr. Charles Still of the College of Osteopathy of Kirksville, with both Dr. Kirk and Dr. Fair as star speakers wherever the party was entertained, as it was in every important place in Northeast Missouri.

School Strikes

Without having researched for facts and figures we are of the opinion that there have been an unusual number of school strikes, especially strikes in which parents have backed the children, and we have seen no account of a strike in which it has not won.

A superintendent seems to have no hold of his Board of Education if a group of parents put in an appearance and say: "Our children will not go to the ——— School." The Board doesn't even call the superintendent in to tell why he sent them to ——— School. The Board simply says: "All right, where would you like to have them go?" The old-time authority seems to have vanished. Children tell their parents what to do and they do it.

It is not wholly clear that the new order of things is so bad. We confess that so far as the press reports the facts it does look as though the school officials thought the parents were pawns on the chess board, and all the official had to do was to take the line of least resistance without considering children or parents.

School officials may have to think in three dimensions before they tell parents, children, or communities what to do, where and when to do it.

Notable Farm-Life School

Whitmell, Virginia, Mrs. F. E. Beverley, whose farm-life school has attained national fame, has added to its many attractions the best country community church in the state. It is of brick, modern in all appointments, electric lights, steam heat, pipe organ, etc. It is the gift of a friend of Whitmell in New York City. Mrs. Beverley has now every equipment that can be desired for having boys and girls learn what they need to learn in agriculture, industrial education, domestic science as well as in academic subjects. She is in demand on the lecture platform in conventions and institutions far and wide. No one has more opportunities than has she, and no one uses these opportunities to better advantage.

New Educational Functioning

The wealth of John D. Rockefeller, Jr., is behind a movement supported by the International Educational Board for advancement of science in the Orient. Dr. H. L. Russell, dean of agricultural education, State University of Wisconsin, will represent the Board for the Far East field the coming year. He will spend the year in China, Japan, Java, the Philippine Islands and Australia and New Zealand, selecting students who will be given the opportunity of completing their education at the expense of the Board, which has been endowed by Mr. Rockefeller. Only those who have reached the limit of educational facilities in their own countries are eligible for the Board's fellowships. The purpose of the work is advancement of both pure and applied science, with special attention devoted to the applied sciences of agriculture, forestry and fisheries.

They will be under obligation to return to their own countries upon completion of their education.

American Education Week, November 16-22.

A Noble Woman

Fanny Hurst of Los Angeles won a prize of $50,000 from "Famous Players" for sending the best theme for a motion picture.

The noble element in this is the fact that Miss Hurst will give it away, and the best of this is the way she is to give it away.

Here is what she says:—

"There are so many of my writing colleagues who fall on hard luck; so many whose stuff is good, but who do not quite hit the public fancy; so many who are struggling for success and who lack a bit of equipment of information: if some workable plan can be devised, I want to place the sum so that it will provide help in a way that will not be offensive to the right sort of authors who may need a temporary boost."

The New Heath Editor

W. E. Pulsifer, president of D. C. Heath and Company, announces the appointment of Dr. Franklin William Scott, head of the English Department of the University of Illinois, as editor-in-chief of all publications except those in the department of Modern Languages.

Dr. Scott's prominence in the faculty of the University of Illinois and in the fraternity of professors of English in all universities guarantees the continuance of the leadership of the company in the production of progressive textbooks.

The entire cost of the schools of Philadelphia in 1924 was $34,465,242, or forty-two cents a day per person in the city. Superintendent E. C. Broome says this is about what many a man pays for his cigars.

The Empire of the Republic

By A. E. WINSHIP

New York State is literally the Empire of the Republic, whether judged by population, wealth, Federal taxes, income tax, or education.

There are twenty-eight states with greater area than has New York. There are seven states with twice the area, one with five times the area, and another with three times the area, and only nine with half the area.

With only one-sixtieth of the area of the states New York has one-tenth of the population.

In the last census New York's population increased 1,271,000, which was 217,707 greater than Pennsylvania, her nearest rival; 221,301 more than California, her nearest rival in actual increase; 279,360 more than Ohio, 413,374 more than Michigan, 425,924 more than Illinois, and 504,927 more than Texas.

There are seventeen states whose combined population is the same as New York State. Four of these are in New England: Maine, New Hampshire, Vermont, and Rhode Island; two are in the South, Delaware and Florida; and eleven are west of the Missouri river, Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, North and South Dakota, Utah, Wyoming, and Oregon.

These seventeen states have 1,219,893 square miles, or two hundred and twenty-two times the area of New York, and they have no more population than New York has in her 49,200 square miles.

New York has 1,685,210 more population than Pennsylvania, her nearest rival; 3,999,947 more than Illinois; 4,634,833 more than Ohio; 5,721,999 more than Texas; 6,532,861 more than Massachusetts; 6,616,815 more than Michigan; 6,959,366 more than California; 6,981,169 more than Missouri, and 7,129,327 more than New Jersey.

But it is the quality of the population and not the quantity that makes New York the Empire of the Republic. Thrift is a worthwhile intelligence test of the quality of a state as well as of an individual.

New York pays $690,415,425 Federal tax. This is $490,729,806 more than Pennsylvania pays, $469,035,425 more than Michigan pays, $476,000,000 more than Illinois pays, $532,000,000 more than North Carolina pays, and she is fifth in the amount of Federal tax paid, $158,000,000.

The following thirty-five states combined pay more than $100,000,000 less Federal tax than New York pays: Missouri, Wisconsin, Virginia, Tennessee, Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Louisiana, Kansas, Kentucky, Iowa, Maine, Maryland, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, and Wyoming.

New York pays $506,593,953 Federal income tax. That is $308,000,000 more than Pennsylvania pays, and $244,000,000 more than Illinois pays, and $396,000,000 more than Massachusetts pays, and that is fourth in line.

The following thirty-six states combined pay $136,000,000 less income tax than New York does; Wisconsin, Indiana, Connecticut, Maryland, Minnesota, Kansas, Kentucky, Louisiana, Rhode Island, Virginia, Washington, Tennessee, Colorado, Oklahoma, Georgia, Iowa, Delaware, Maine, Nebraska, Mississippi, Oregon, South Carolina, Arizona, Arkansas, Florida, New Hampshire, Idaho, Montana, New Mexico, South Dakota,, North Dakota, Utah, Vermont, Nevada, New Mexico and Wyoming.

In a later article I will present New York as the Educational Empire in the Republic.

"A good many people think that the greatest business of a superintendent of schools is to get money for the financial support of the schools or to establish and manage an efficient administrative routine. In fact, many superintendents and teachers seem to believe with a lot of sincerity that these are the true 'reasons for being' of the Superintendent's Office.

"I have a conviction that the greatest thing a superintendent can do for his school system is to open the doors of opportunity to the talent within the teaching staff for its own growth and development and to place the responsibility for progress upon the teachers themselves. A teaching body properly supported and properly guided naturally develops its own leadership and undertakes a program of progress. Such teaching bodies always have within their ranks large elements of leadership which easily and quickly show themselves and come to the front."—Fred M. Hunter.

Broome of Philadelphia

By A. E. WINSHIP

Superintendent E. C. Broome of Philadelphia makes some extra good suggestions in his report to the Board of Education.

Examination of all pupils is a necessary step at the opening of school and special classes for physically and mentally handicapped children which correspond in number and kind to the free clinic of city hospitals.

Few large cities, if any, have taken such progressive steps as Philadelphia in caring for the handicapped pupils. There is a staff of one director, six supervisors, and four clinical examiners, who devote their time to this work.

In every large school system there are a great many boys and girls, who, by reason of physical and mental handicaps, or because of failure to conform to school discipline, not only fail to make progress in their regular classes, but become serious problems for the teachers, and hinder the progress of the rest of the children. Philadelphia was early to recognize this problem and in 1898 established the first special class, where they might have opportunities which were impossible in regular classes. These special classes are so small that the pupils may have individual attention; suitable furniture and equipment are supplied and specially trained teachers are put in charge.

The classes for handicapped children include special courses for children who suffer from cardiac disease, deafness, malnutrition, tuberculosis, orthopedic diseases, poor sight. Special classes for backward, mentally deficient, and children of bad behavior, are also important.

Handicaps are of two kinds, mental and physical. Children who are lame, or are otherwise physically handicapped, are placed in orthopedic classes. Children who are suffering from tuberculosis are placed in classes arranged especially for them outside the regular school building. Children who have been handicapped by illness or by change of schools, and are able to do regular grade speed, are given help in restoration classes. Children with speech defects that hamper them in their regular grade work are given speech training within their school day as an additional activity so that they may be better able to do school work and be more competent socially.

The psychological clinic has been established in Philadelphia schools to give additional help from both the educational and the behavioristic standpoint. This division is also able to do considerable research work on learning ability with a view to ultimate use in the development of the teaching method. The child who misbehaves in the classroom or in society offers a problem of considerable complexity, which requires study. The psychologist in the school has opportunity to determine something of the background which causes non-conformity.

It is often possible to note the beginning of later emotional and mental disturbances in children of early school age where principals refer their behavior problems to the psychological clinics, available every day in the year with the exception of July and August.

Because of geographical conditions many isolated special classes must be placed in elementary schools; psychological examinations make it possible to make the groups more homogeneous. But from the standpoint of the children of the isolated class the problem is that of the country school and does not give the child the opportunity that he receives in the school organizations which are able to provide either a group of five or more classes in an elementary school where it is possible to grade or to provide an organization made up entirely of special classes.

In the latter case the program is much like that of the junior high school where the work is carried on in a departmental plan with teachers specializing in subjects.

Nineteen schools have organizations of five or more groups of special classes. Eight schools have independent principals who devote all of their time to the problem of children who do not fit in their regular grades.

With mentally and physically handicapped children is the problem of health. The health and athletic programs are in many cases the means of lessening the numbers of children in the special classes and fitting them for the normal classes in which they belong.

The four essentials necessary for health are good food, fresh air, sufficient muscular exercise and proper rest. The day of the ten-year-old child should be divided into ten hours sleep, school five hours, home duties, errands, going to and from school, special lessons, four hours, play five hours. Children under ten should have more than ten hours sleep and more than five hours play. Older children besides the five hours school may slightly increase the four hours work, meaning music or language lessons and home duties.

If a child does intensive mental work, this drain upon its vitality should be met by increased sleep.

Hard muscular work for the normal child is the foundation of health. The division of physical education, therefore, employs exercise that appeals to the children out of doors.

Subject Matter vs. the Child in Curriculum Making

By FRANK W. BALLOU
Superintendent, Washington, D. C.
[Before the Massachusetts Schoolmasters' Club.]

It has been frequently said and it appears to be a universally accepted proposition among educators that our educational thinking is at least one generation ahead of our educational practice. New educational theories developed in one generation are, for the most part, not likely to be put into effective operation until the succeeding generation.

In order that the plans for school buildings which have been developed in the last few years in Washington might be revised in accordance with the most up-to-date construction to be found in other cities, a committee visited schools in Baltimore, Philadelphia, Rochester, Buffalo and Cleveland.

In Baltimore all classrooms in new buildings were equipped with movable furniture. In Philadelphia Superintendent Broome stated that he "had not been able to sell the idea to his teachers and officers."

It becomes one of the important functions of those who occupy positions of leadership in education to assume full responsibility for interpreting progressive educational theories and policies not only to those in the school systems but to the public. Educational progress depends on the systematic adoption of improved educational practices and procedures.

Not every teacher who is willing to have her classroom fitted out with movable furniture is able to make the best use of it. Movable furniture in an elementary classroom has no material advantage over other furniture unless it is used as movable furniture ought to be used. School officers responsible for methods of instruction must assume their responsibility for training such teachers.

In Baltimore are classrooms completely furnished with movable furniture, which was arranged in straight lines with just as great regularity as though it had been screwed to the floor. There was no evidence that the teacher was taking advantage of the type of furniture in use to modify the conventional and traditional methods in classroom instruction.

SIZE OF CLASS AS AN ILLUSTRATION

I quote from "Fitting the School to the Child," by Irwin and Marks:—

> "Public education has come to be a highly specialized technique for mass teaching. This is so true that most teachers, when placed in charge of groups of twenty to twenty-five pupils, use the very same methods of teaching and class management that they used in teaching classes with registers of forty-five to fifty. This is probably the reason why Rice, in his investigations some twenty years ago, found that the results of instruction bore no relation to the size of the class taught. So far has this process now been carried, and so intrenched has it become by the methods in normal colleges and training schools, that teaching the individual child has become one of the lost arts. What education needs most of all is the rediscovery of the individual child by the individual teacher."

"Today the value of education must be stated in terms of citizenship; in terms of service which the indivdual may render to the community; in terms of fitting the individual to perform some part of the world's work that needs to be done; in terms of preparing the individual to assume fully his responsibility as a citizen, toward his church, his school, his community, his state, the nation and the world."

THE INDIVIDUAL CHILD

No facts derived from psychological study of children are more important or should have a more profound effect upon school organization and administration than those indicating the individual differences that exist among school children.

The school system that does not conceive of its educational problem and organize its educational practice in terms of the individual child, his capacity, his interests, his needs, his future educational possibilities, and his future as a citizen is not putting into practice the most fundamental principle of educational psychology.

That public education is a public concern, is a fundamental principle in American education. Every state constitution provides that it shall be the duty and responsibility of the state legislature to provide for an efficient system of education. Moreover, our system of taxation on wealth wherever found for the support of the public schools is another evidence that public education is not for individual gain but for the welfare of the state. Compulsory attendance laws are further evidence of this same principle.

During the war, schoolhouse construction was suspended, thereby increasing the congestion in the schools of the country. The conditions arising out of the accumulated shortages of schoolhouse construction present one of the most pressing educational problems in American education today.

The millions of dollars which are being raised for school building programs indicate that educational leaders and the public are fully aware of the situation and are making systematic efforts to improve it.

It has not been so generally recognized but is equally true that during this same period little progress has been made in the development of educational theories and still less modification has been made in educational practice.

The insistent demand which is general that the curriculum for our elementary, junior high and senior high schools should be revised and modified is a recognition of the necessity for immediate action lest our program of education should not keep pace with our program of schoolhouse construction.

There is evidence available to indicate that some systematic attempts are being made to utilize knowledge of children as a basis for a reorganization of educational practice.

The Dalton Plan and the Winnetka Plan are making heroic effort to magnify individual differences in children. Schools heretofore have to a large extent ignored those differences, in an attempt to get simple, uniform organization, courses of study, and textbooks. The schools have therefore failed to exert the influence that they should toward developing good citizenship.

This failure manifests itself in certain bad habits fixed upon the children. These habits include the habit of failure, the habit of half-done work, the habit of work below one's full powers, the habit of shirking. Furthermore, in the economic waste of re-educating repeaters, of holding out of productive activities for one or more years those children whose time is wasted by maladjustment, and in turning out half-educated those children whose failure has discouraged them from further education effort, the school system itself is displaying not only inefficiency, but bad citizenship.

Individual differences among children, while disturbing to a system of education which tries to ignore them, are potentially the means by which human society may progress.

Not only must the teacher recognize the differences among the children in her classes but the school system must recognize those differences. The methods of teaching in the classroom and the organization of a school system must be such as to provide for the education of individual children in accordance with their respective needs, capacities, interests and probably future educational careers.

While it is undoubtedly true that in theory and practice today more emphasis is being placed on the individual child than ever before, the purpose of education today is stated in terms of social service of the individual rather than in the individual as such.

Twenty years ago when I was connected with the University of Cincinnati, the University issued a small pamphlet to be distributed among the graduates of the local high schools, in which there was gathered statistical information to show the money value of education to the individual. Everything in that pamphlet emphasized the idea of the financial value of education to the individual.

Today the value of education must be stated in terms of citizenship; in terms of service which the individual may render to the community; in terms of fitting the individual to perform some part of the world's work that needs to be done; in terms of preparing the individual to assume fully his responsibility as a citizen, toward his church, his school, his community, his state, the nation and the world.

No review of the present situation with respect to curriculum reorganization is complete without taking into consideration the results of the movement for the scientific measurement of educational results. The first efforts toward the scientific measurement of educational results were directed toward the objective measurement of the results of the teaching. The increased ability of children from grade to grade appeared to be very small when compared with the time, effort and attention devoted to their instruction.

The attempts to measure educational results led immediately to an inquiry into the intellectual status of the children being taught. While psychologists like Terman had been devoting much time and thought to the measurement of general intelligence, the application of such measurement to public school children became general only after the movement for educational measurements had been well inaugurated.

The examination of children by means of objective measurements and intelligence tests has resulted in a wealth of information concerning school children and their capacities which must be utilized by those interested in curriculum revision. Even if there were no other reason for considering curriculum revision, the results produced through educational measurement would necessitate such revision.

Educational practice is perhaps a generation behind educational theories. This admission emphasizes the necessity of losing no time in the application of theories to the modification of educational practice. Tasks that are difficult of accomplishment should be attacked with dispatch and vigor.

The attempt to break up the traditional question and answer form of instruction by the introduction of movable furniture; the systematic attempts which are now being made to adjust the schools to individual differences under our present form of class or-

ganization and by breaking up our traditional class organization, are evidences of the recognition on the part of educators of the necessity for modifying our educational practice in the interests of individual children. The practice of the classroom as well as the general administration of the school system must recognize the child as the centre of the educational problem.

The movement for the scientific measurement of educational results, together with the development of psychological tests have resulted in increasing enormously knowledge of the psychology of school children.

The problem of curriculum reorganization concerns itself with the subject matter and its organization, the child, and citizenship in a democratic system for which the public is to be educated.

The curriculum is a means to an end—not an end in itself. The curriculum should be made up of that subject matter which will promote in the most economical way a systematic education and training of the type of child to be taught. It is more important that it should be a logical development of the subject matter itself. It is of lesser importance that the course of study is chronologically or logically arranged than it is that it should be adapted to the developing interests and capacities of children.

The child is the centre of the educational process. The school must take him as he is and make him over into what he ought to be. H. G. Wells has said: "Education is making out of children the citizens that God intended them to be."

The subject matter which makes up our curriculum must be selected solely because it will promote the educational development and training of the child. Likewise the teacher's methods must be decided on after due consideration of the child's psychological status.

Democratic society for which the public schools are now training the future citizens is more complex than ever before. Life is more diversified, distractions are more numerous and inviting.

The schools must not only provide the child with the knowledge of the traditions and ideals of our republic but must train them to think straight, and inculcate in them proper ideals of honor, honesty, respect for law and duly constituted authority, and a willingness to perform some part of the world's work which needs to be done.

The problem of curriculum reconstruction involves the whole philosophy of public education. It is more than the selection of subject matter to be taught, it means more than the methods of teaching; it is more than recognition of child psychology in the organization and presentation of the subject matter; it includes all of these and more. Education will have been a failure, if in addition to the acquisition of knowledge and training in clear thinking the citizens of tomorrow shall have failed to acquire the proper ideals of individual conduct just mentioned. In addition citizens of tomorrow now in our schools should acquire right ideals of citizenship in a democracy, which grew out of the interrelationships of men.

As leaders of educational thought in our respective communities it should be our solemn obligation and responsibility that the boys and girls now in our schools shall leave them for the school of life possessed of that knowledge, that power to think straight, and those ideals of citizenship which are essential to the preservation of democracy itself.

The remarkable progress made by the Department of Elementary School Principals of the National Education Association is one of the most gratifying aspects of present-day education. A group that was without a desirable consciousness of unity has in the course of five years attained a high degree of it. Unlike other somewhat similar organizations, the members have depended for success in developing their organization upon themselves. The contents of their bulletins and publications are provided for the most part by persons in actual charge of elementary schools. These articles reflect an alert interest in both management and teaching and are frequently the result of scientific investigation. Several aggressive committees have been formed to prepare reports on such issues as the Provision of College Courses for the Training of Principals and the Development of the Single Salary Schedule. All principals in the country and all others interested in the improvement of the work of the principal should interest themselves actively in the work of the principals' organization. They can best do this by becoming members and also organizing local branches in their own communities. The leader should be satisfied with nothing less than a 100 per cent. enrollment of those who belong to their group.

—Dr. James Hosic, Columbia University.

New Conception of Humane Education

By MRS. H. CLAY PRESTON

In discussing the new conception of Humane Education certain facts should be considered and their values determined. While the conception of an idea in itself is only visionary, it is the understanding of the principle involved and the intelligent appreciation and application of such principle which really counts in education—whether it be humane education or any other branch of the educational field.

Within the past decade standards and methods have undergone radical changes in the public school systems of this country, and the number of subjects to be taught has increased to such an extent that there are no longer enough days, or hours in the day, in which to observe them. Some states are openly ignoring many of the laws which compel the recognition of certain subjects in the curriculum while other states are deliberately legislating against them.

On the other hand there is a decided tendency to look with favor upon the inclusion of extra curricular activities which deal with moral training or tend toward character building. It is the job of those interested in humane education to take advantage of this progressive attitude by emphasizing the subject and making it as plain and understandable and attractive as possible for the entire school personnel rather than to count too much upon the sympathy or enthusiasm of any particular teacher.

Humaneness need not necessarily be considered as a special classroom study with a fixed period of time allotted, but it should be made the underlying principle of all subjects taught in the course of study in secondary or elementary schools.

When humane education is approached from this angle there is no modern educator who will refuse to co-operate. In many instances you will find teachers ready to undertake the work without the direct supervision of an outside agency—as a matter of fact, there has been a great deal of splendid work already accomplished with limited encouragement and almost no co-operation from outside sources.

The mistake is too often made of emphasizing what humane education stands for in relation to the welfare of animals to the exclusion of the real benefit to the child. The objective seems clouded and vague and while having the best of intentions many persons endeavoring to introduce this subject are regarded as merely enthusiastic sentimentalists. Let us consider first the benefit to the child and to future generations and not overemphasize the relation of humaneness to the animal kingdom. That will follow as naturally as a flower grows from a seed. When humane instruction is properly presented to the child the response is not alone kindness to animals but it creates lasting impressions and habits of kindness, mercy, and justice toward all creation.

An article appearing in a recent school journal contains this statement: "In any well organized school program the position of preeminence must be given unhesitatingly to the moral and spiritual training of the child, for unless it is accompanied by the development of the child's spiritual nature the training of the intellect and the emotions is as 'sounding brass or a tinkling cymbal.'" No teacher will gainsay that humaneness is an elemental factor in this moral and spiritual training, and it rests with those who have the responsibility of developing this phase of humane activity to make it so vital and practical that every teacher, no matter what her rank, status, or individual interest in the welfare of animals may be, will fully recognize its potential value in character education.

It must be remembered that teaching is an intensely personal thing and such a subject as humaneness can neither be standardized nor made perfunctory. While the effectiveness of humane education depends largely upon the personality of the teacher, it is also essential that the schools be provided with suitable material with which to explain the subject and make it clear. No one would consider for a moment the introduction of chemistry, home economics or art without providing adequate equipment; why expect the schools to teach an even more vital lesson without the necessary material with which to work?

The Department of Humane Education of the American Society for the Prevention of Cruelty to Animals has provided practical literature to aid the teacher in the correlation of humaneness with nearly all curricula subjects, emphasizing English (oral and written composition and dramatization), nature study, art, civics, visual instruction, and, more recently, supervised play and recreation. This department has been generous in the distribution of literature and other material helps, realizing that until those in charge of school government shall assume this responsibility, the organizations sponsoring humane education must meet the obligation which they voluntarily assumed.

American Education Week, Nov. 16 to 22, 1925

The following program for the observance of AMERICAN EDUCATION WEEK this year has been agreed upon by the Bureau of Education, the National Education Association and the American Legion, under whose joint auspices AMERICAN EDUCATION WEEK is promoted annually. The week will start on Monday, November 16, and end on Sunday, November 22.

CONSTITUTION DAY
MONDAY, NOVEMBER 16

"The Constitution is the bulwark of democracy and opportunity."

1. Unity, justice, tranquillity, defence, welfare and liberty.
2. Our Constitution guarantees these rights.
3. Our Constitution is the expression of the will of the people.
4. One Constitution, one Union, one Flag, one History.

Slogans—Ballots, not bullets.
Know the Constitution.
Visit your schools today.

PATRIOTISM DAY
TUESDAY, NOVEMBER 17

"The Flag of the United States of America is the symbol of the ideals and institutions of our Republic."

1. Our Flag insures the sanctity of life and the security of property.
2. Quicken the sense of public duty.
3. Voting is the primary duty of the patriot.
4. Our national honor must be preserved from unjust attack.

Slogans—America first.
Vote at all elections.
Visit your schools today.

SCHOOL AND TEACHER DAY
WEDNESDAY, NOVEMBER 18

"It is not too much to say that the need of civilization is the need of teachers."
—Calvin Coolidge.

1. The teacher is a nation builder.
2. The school is the foundation of democracy.
3. Provide for the needs of your schools.
4. Trained teachers require adequate compensation.
5. The teaching of patriotism is the duty of all public servants.

Slogans—The better the teacher the better the school.
Visit your schools today.

CONSERVATION AND THRIFT DAY
THURSDAY, NOVEMBER 19

"The forests of America, however slighted by man, must have been a great delight to God."
—John Muir.

1. Conserve our national resources.
2. Prevent forest fires.
3. Industry and thrift spell prosperity.
4. Saving insures happiness.

Slogans—Plant a tree.
Work and save.
Visit your schools today.

KNOW YOUR SCHOOL DAY
FRIDAY, NOVEMBER 20

"Progressive civilization depends upon progressive education."

1. Schools must progress with the times.
2. Preparation for modern day life demands a broader course of study.
3. The school must be kept abreast of science and invention.
4. A little invested in education saves much expended on crime, poverty and disease.

Slogans—Good schools for all communities.
Make your schools livable.
Visit your schools today.

COMMUNITY AND HEALTH DAY
SATURDAY, NOVEMBER 21

"Physical education means health and strength."

1. The school is a community centre.
2. Equality of opportunity for every American boy and girl.
3. Public library service for every community.
4. Proper food and rest for children.
5. A health officer for every community.
6. Adequate parks for city, state and nation.

Slogans—A square deal for the country boy and girl.
A sound mind in a sound body.
Visit your neighbor today.

FOR GOD AND COUNTRY DAY
SUNDAY, NOVEMBER 22

"Religion, morality and education are necessary for good government."

1. Education in the home.
2. Education in the school.
3. Education in the church.

Slogans—A Godly nation cannot fail.
Visit your church today.

Modern Languages as Preparation for Foreign Service

By CHARLES LYON CHANDLER

Manager, Foreign Commercial Department, Corn Exchange National Bank, Philadelphia, Pa.

What is cultural training in modern languages and literatures, and what is its value as a preparation for careers in foreign service? In the first place, have we any cultural training in the United States? I think this question can best be answered by two quotations. You all know Matthew Arnold's comment on one of the noblest educational adventures that ever took place in the United States: "The University of Ezra Cornell, a really noble monument of his munificence, yet seems to rest on a misconception of what culture truly is, and to be calculated to produce miners, or engineers, or architects, not 'sweetness and light.'"

The second quotation is from a book which has just been written and published in Chile by the Chilean scholar, Enrique Molina, entitled (I translate the title from Spanish) "From California to Harvard—The Study of the North American Universities and Some of Our Problems." This book was prepared for the Chilean Government, for whom Dr. Molina undertook an official visit to many of our largest universities. I translate from page 119 of this work: "The simultaneous progress of the accomplishment of spiritually idealistic aspiration with those of practical tendencies is more frequently in the North American university than is generally believed. We found a new and eloquent example of this at Cornell. The Engineering and Chemical Departments are among the most renowned in the University; the College of Agriculture is justly famous; from $400,000 to $500,000 alone is spent annually on agricultural extension courses; and at the same time the School of Philosophy is one of the largest and most active in the country." These two criticisms from intelligent foreigners, who occupied important administrative positions in the educational world of their respective countries, are well worth consideration.

The American university of today is unique, since it aims to produce a type of man and woman that no other educational institution in the world tries to export.

To quote again from Dr. Molina's interesting book: "The traveler who has not known the universities of the United States remains ignorant of one of the most interesting phases of the American soul. He may talk about Broadway, about cabarets, about skyscrapers, about gigantic department stores, about commercial dishonesty, and hunting the dollar; but deep ideals and spiritual thoughts ordinarily are as unknown to him as would be the heart of a woman whom he looks at only to see her dress.

"These universities arouse a feeling of greatness, of religious piety, and of the poetry of the Gothic cathedrals. They are the work of another faith, which seeks to realize the consecration of beauty. It is true that the American universities owe their being chiefly to the millions of powerful men, but this fact constitutes before everything else the testimony of the profound social character which brought them into being, which sustains them and animates them."

Dr. Molina continues at some length, emphasizing the spiritual and cultural ideals of the United States.

Let us come back to Matthew Arnold's statement about Cornell. It is to my mind one of the most pathetic misconceptions ever penned, not merely of what our higher education tries to stand for, but even more glaringly of his strange lack of vision of the true function of the miner, the engineer, or the architect. There are no professions whose members try harder to diffuse "sweetness and light," if by them we mean the real culture that is an inseparable part of progress.

And, if we needed any further proof of the pathetic lack of contact with the elemental forces of life which caused Matthew Arnold to make such a statement, it would be found in an analysis of what the college-trained United States miners and engineers—some of them graduates of that very institution Matthew Arnold so despised—have done to build up the colonies and dependencies of the British Empire.

Who found a hundred million tons of iron ore in India, after the English and Germans failed? Charles Page Perin, Harvard '83, and his assistants, American college men. Who were the men who, more than any others, caused similar developments to be brought about in the great adventure of uncovering the mineral resources of South Africa? John Hays Hammond, Yale, '76, Hennen Jennings, and many others. If we look back we find that as early as 1835 Alfred Biedermann graduated from the University of Pennsylvania, and afterwards became engineer-in-chief of French railways.

And, is there any more outstanding example of the value of this cultural training in foreign service than Secretary Herbert Hoover, a graduate of the Leland Stanford University?

Whom do we find as the pioneers and leaders in our foreign commerce a hundred years ago? Men who believed in and received such cultural training as then existed, who profited by it and applied it; men who believed in Bacon's words: "Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and con-

sider. Reading maketh a full man, conference a ready man, and writing an exact man."

If there had not been any cultural training in the United States a hundred years ago would so many of the South American leaders have sent their young men to be educated in this country? Or would we have served over one hundred years ago as the country where the Greek refugee children were to be educated? The powers of heart and hand which go to make up culture, and which are especially to be found in the study of modern languages and literatures, have never been wanting in those citizens of the United States who have entered into foreign service in any of its phases.

One of the most remarkable illustrations of this is the fact that not merely were so many of our early diplomatists and consuls college graduates, but that practically all of the business men who made successes in foreign commerce at that time and since have been college-trained men. In fact, it is safe to say that there is a larger proportion of men who understand and appreciate cultural training in our various foreign services today than in almost any other branch of national activity. The large business firms of the United States realize in sending young men abroad that if they do not send the very best there is to compete with the young men who are chosen to represent their competitors, that they will fall behind in the commercial race. The foreign representative today must have just as much resourcefulness as he did in the time of the clipper ship.

The adventures of the United States merchants in Buenos Aires in 1802, when, headed by a Harvard man, Caleb Loring, they presented their claims to the Spanish Viceroy, are paralleled every day in the commerce of the world. Negotiation and diplomacy are not confined to the foreign representatives of the State Department and Department of Commerce. Every representative of United States firms abroad has to be a negotiator and a diplomatist. There have been instances in the last two or three years when our college-trained men in foreign countries never could have brought to a successful conclusion matters which they had pending before the purchasing departments of foreign governments if it had not been that they were able to meet their competitors in matters of price and quality, and also because they possessed that indefinable quality which the Spaniards call simpatico, that innate mastery of fact and charm, combined with an acute and accurate knowledge of the people with whom one is dealing, which must always characterize the foreign representative.

No man ever succeeded in any competitive walk of life without a certain detachment of perspective which only comes from well-stored mental resources. I inquired the other day of one of the most successful representatives of United States firms in foreign countries as to how far his college education—he was a graduate of one of the largest of our universities—had been of use to him in the twenty-six countries he had visited on business. His reply was interesting. It was to the effect that while many of the things he had learned in college had had very little practical value in business life, that his college education had been very helpful in letting him see the viewpoint of other people; in not merely taking nothing for granted, but in realizing the point of view of the person with whom he was talking. My friend emphasized particularly the value that he had received from courses in the history of French and Spanish literatures. He said that he had followed this up by studying the literatures of many other countries, and that he had always made it a point to show his customers that he knew something of the literature of the countries where they lived. My friend also spoke particularly of the great advantage he derived by taking courses in modern history in college. He emphasized that it gave him a background in his dealing with natives of those countries whose histories he had studied.

I know absolutely nothing about the so-called technique of modern education. I am endeavoring to treat this topic from the point of view of the business man who has to employ and train young college men. In these efforts we get an interesting reaction on what makes the successful professor or teacher, which may not be without some interest to you. The most frequent complaint that I have heard is that the subjects were not made sufficiently interesting to the students. This is particularly true of modern languages. They seem to be frequently taught in a very theoretical manner. The student often graduates from college without having learned to pronounce correctly any foreign language, much less English, and another defect is that the modern literatures of the most widely known foreign languages are pathetically neglected. The study of modern history and of modern international relations is often taught from what might be termed an undetached point of view. The teacher or instructor assumes a partisan attitude, and endeavors to instill into the mind of the student hatred against some country or race of people. A great many of our teachers of modern history cannot seem to realize the contacts between that study and modern business. There are some notable exceptions to this rule. Anyone who has studied under Professor Archibald Cary Coolidge at Harvard, or Dr. Lingelbach at the University of Pennsylvania, has received inspiration from those men that will last him the rest of his life. Another great teacher was the late Professor Johnston, of Harvard. I shall never forget how, in his course on modern history, he would pass around samples of the coins in circulation throughout the Napoleonic

era, and the nineteenth century in Europe. He gave a course of lectures showing how the railway development of Europe in the nineteenth century affected the growth of the spirit of nationality, and helped to bring about the union of Germany and Italy. These lectures were of great value to those who were fortunate to hear them. They showed a new side of modern history which should be, in my opinion, much more emphasized.

At the present time the most successful men in the business field in Latin America who come from the United States are almost, without exception, college graduates. We have men abroad who reflect lasting credit on our institutions of learning. We are also greatly assisted by those young men who come to our colleges and universities from foreign countries to study. It is rather noteworthy how these people regard our universities. I have never talked with any of them, and I have talked with several hundred who have not felt that in the different places where they have studied they have derived a great deal of culture and benefit from their contact with those high in the educational world. It seems to me that if any better proof were needed of the value of culture in modern education, it can be derived from their experience.

In conclusion I would state that from my twenty years' experience in such matters I consider that cultural training in modern languages and literatures is of great value as a preparation for careers in foreign service. We are very fortunate to have now a law, the Rogers Bill, which provides for a thoroughly reorganized diplomatic and consular service. The opportunities for trained men in foreign service were never greater than they are today, and it is to be sincerely hoped that all who wish to enter this phase of public usefulness will appreciate and value cultural training in modern languages and literatures.

Fire Drills in Chicago

By A. E. WINSHIP

I stopped off on the way through Chicago when Mr. McAndrew was just starting out on one of his inspection trips. We rode south until we reached the Farren School. Almost all its pupils are colored children. Mr. McAndrew has introduced a list of ten requirements for a standard school; one of them covers protection of children in case of fire or panic. He had no sooner disappeared through the front door of the building than I heard three rings of the fire gong inside, followed by two rings indicating exit number two was to be considered blocked and not to be used. Almost immediately boys appeared who opened the front doors and blocked them back. Two youngsters with large signs, "STOP, FIRE DRILL," ran out into the street to intercept traffic. Immediately in ranks of fours the vanguard of Principal Gaffney's army came marching down the steps, a boy lieutenant calling hip-hip-hip to keep his company in step. The entire school marched down the street, leaving the front of the building clear. Each teacher remained standing with her class while an officer passed down the line and made a record on his tablet of the condition of each class. Principal Gaffney, standing at the front door, received reports from special monitors for each floor: "All out from my floor." Two crippled children had been carried out by special helpers. The building was entirely empty. Teachers, children, employees, were all out on the street. The gong then sounded and a boy with a large placard "RETURN," marched down the avenue, and the army returned to its pleasant barracks.

A year ago, according to a report made by a Mayor's committee, fire drills in Chicago were recorded as fifteen per cent. efficient. Immediately the superintendent called a conference of principals, teachers, and inspectors of the fire department. Every detail of the experience of these people was utilized and codified into a circular approved by the city fire department and by the Board of Education. A meeting of all principals was called in an auditorium, and a class from one of the public schools was put through a model fire drill. A moving picture was taken of all the details of the fire drill in one of the best schools and this was shown in every school in the city. District superintendents inspect fire drills and make report of their deficiencies, if any. As a result, the Fire Department made a report last May that the department inspectors now find the fire drills 100 per cent. efficient. The circular governing fire drills contains so much that is applicable in towns of every size that I give it in full:—

These directions issue after conference with principals and superintendents and with officers of the Chicago Bureau of Fire Prevention.

On the first day of the term and on the first session of a reorganized school the principal should ascertain that teachers and assistants are capable of giving a satisfactory account of all the duties required of them. Actual tests of their duties in a fire drill should be made within the next few hours. There is no more imperative requirement when teachers and pupils come newly to a building than an efficient fire drill.

Fire drill means any immediate dismissal from the building, following the three-ring signal.

Fire drills should be conducted at least as often as once a fortnight.

Drills should be given under varying circumstances and at varying hours. For example: While the school is assembled in whole or in part; during any one of the recesses; while all the pupils are engaged in the regular class exercises; when classes are passing; when the auditorium is occupied; when pupils are at luncheon in the building.

Principals should see that the doors of all exits are so arranged as to be easily opened from the inside at all times during the occupancy of the building. Both doors should be easily openable during school hours.

Three rings, at one second intervals, a pause of three seconds, then the proper signal to indicate what exit is not to be used, constitutes the fire drill alarm. After an interval of ten seconds the complete signal should be repeated once.

Principals should devise and occasionally use hand bell or horn or other efficient substitute for the regular fire-drill signal in case it should be out of order.

The principal should assure himself that all the teachers are able to reach and to operate properly the fire-drill signal apparatus.

The principal should provide that all of the school staff know the location of the fire department call box, the location of the key, and how to call a fire engine.

The inspectors are emphatic in their opinion that a fire drill announced beforehand loses a great deal of its value.

Every drill should contemplate one exit closed, which one should be indicated by the number of rings given three seconds after the three rings. Principals should provide that every teacher is drilled in the interpretation of the closed exit signals.

The bureau of fire prevention recommends that all fire escapes be used except in inclement weather.

Every fire drill should be, for principal and teacher, an exercise in school management. Complete control of a class so that the teacher may form its ranks quickly and silently, may halt it, turn it, direct it, as she wishes, is the chief purpose of the drill. From start to finish, the class should be under the teacher's direction. The use of two or three pupil assistants is recommended, but the teacher's personal presence and responsibility for direction of the class is imperative.

The pressure for rapid egress should not effect a loss of the more desirable purpose of safety first. Loss of life in crowded buildings almost invariably comes from lack of control. Running, especially on the stairs, increases liability to falls and to impairment of a teacher's command of class. Most buildings can be emptied in three minutes without running. The time lost is usually between the sounding of the signal and the start of the slowest class.

The pupils should be drilled so that the ranks immediately behind a person who falls will halt and hold up arms until the fallen rises.

Formation by twos in the classroom has proven the most effective. Utilize full width of the halls and stairs by sending down two classes side by side. No single file. Avoid circuitous routes and crossing of lines. Encourage brisk marching in step, to music or drum if convenient, but no delay waiting for it.

Provision should be made for inspection of each floor to see that no one remains. Doctors, nurses, all teachers, no exception, are required to participate, except that cripples and invalids may be brought to a room on the street floor immediately adjacent to an exit.

Basements, auditoriums, covered playgrounds are not proper terminals for a fire drill. All persons except the cripples and invalids are to leave the building.

The classes are to remain standing as designated by the principal, with their teachers easily discernible, until the return signal is given. The pupils are to remain silent. It is recommended that the principal or designated assistants review the classes while out of doors and ascertain that each is in charge of a teacher.

Continued ringing of the fire bell, or if that cannot be heard by all the classes out of doors, the display of "Return" sign at each entrance is the signal for the orderly marching of the school, still officered by its teachers, back to its usual activities. A frequent criticism of the bureau of fire prevention has been directed against unauthorized and disorderly return.

The out-of-door stations of the classes should be so designated as not to obstruct access of firemen to the entrances and water hydrants.

A fire drill is a good occasion to see what physical training work amounts to, whether your young Americans "stand tall" or slouch and shuffle.

Teachers should be encouraged to use regular dismissals and passage of classes to assemblies, etc., as exercises in the promptness, control, etc., requisite in a superior fire drill. The principal should test teachers in such parts of the drill as can be done without encroaching upon other school work of as much importance. Special mention of particular classes for excellence in fire drills is advantageous.

The principal with what assistants he chooses should study his fire drills, locating the responsibility for special excellence or deficiency in control, marching, posture, promptness, etc., and should in subsequent conference give such commendations and corrections as are likely to repair errors and increase efficiency.

In months when there are no days on which egress out of doors unless in street clothing can be properly attempted, give a signal meaning "dress for outdoors" and after a sufficient interval give the fire drill signal, the exit closed signal, repeating it after ten seconds, observing all the features of a regular fire drill.

Principals should make regulations for emergency dismissals during noon recesses.

The principal should as often as is necessary ascertain that the teachers and assistants know where the fire extinguishers are and how to use them.

In buildings containing more than one school the district superintendent will designate the principal or acting principal who is to have general direction of the dismissal exercises. In such buildings simultaneous rapid dismissals of both schools should be held with sufficient frequency to insure rapid and safe exit of all.

Accumulations of scrap paper or other waste combustible material must not be allowed in any part of the building. Stores of supplies that are combustible should be made inaccessible to all unauthorized persons. No inflammable material should be placed on or near any fixture used for gas or electric lighting.

Most of the schools observe most of the features, but there is not one of the details that has not been neglected by one or more schools during 1924. It is evident that one child killed or maimed in a fire drill would bring a sorrow and remorse to avoid which the most strict and detailed regulations governing this serious school exercise are worth all the trouble they entail. There are few single duties more indicative of able schoolmastery than that of maintaining in a large organization a prompt and orderly fire drill.

Personal and Professional

WILLIAM C. BLAKEY, formerly in the Richmond, Virginia, city system and for the past six years closely allied to Dr. William H. Allen in all of his various educational functionings at 1125 Amsterdam Avenue, New York City, has now assumed the responsibility for all phases of Dr. Allen's educational publications—"Looseleaf Current Topics," "New York City Edition" of the same, and "People and Places and Current Topics," removing to 1123 Broadway. Mr. Blakey has been largely responsible for the success of the various activities of "Public Service," and now that he concentrates his energies, assisted by Paul R. Eldredge, even greater success may be expected.

MRS. IDA L. GREGORY, Assistant Judge and Clerk of the Juvenile Court of Denver since its creation, has resigned, and will go to New York as head of the Department of Psychology of the Harper Institute of New York and London.

Mrs. Gregory has specialized in psychology on the work-a-day side in her juvenile work, especially in helping boys and girls to work back into a life of adequate self-support. She has done much platform work, especially in vocational guidance. Mrs. Gregory has been of inestimable service to the Juvenile Court and she will be welcomed by Eastern welfare workers especially.

DR. EDWARD F. BUCHNER, dean of School of Education, Johns Hopkins University, Baltimore, one of the most impressive and wholesomely progressive educational thinkers of the day, is on many programs from the Atlantic to the Pacific. He always has a vital message attractively presented.

MRS. RUPERT P. SORELLE, who died at her home in Bronxville, New York, was for many years actively connected with the Ballard School, New York City, and had a national reputation in the field of commercial education. For many years Mrs. SoRelle was engaged in special training courses for New York City teachers, and was an active member of local and national education bodies. Her husband, Rupert P. SoRelle, is vice-president of the Gregg Publishing Company.

J. H. KELLEY, executive secretary of the Pennsylvania State Teachers Association, has an efficiency record of which any leader in industry or commerce would be exceptionally proud. As a business man he is A 1. Under his leadership the State Association purchased an estate which in location is ideal and by the use Mr. Kelley makes of it is a notable venture. The extent of the enrollment is really wonderful, but the harmony in the rank and file is even more significant. Add to all this the value of his professional addresses, always illuminating, always wholesome, and always inspiring, and you have an educational asset quite beyond estimate.

THEODORE B. SHANK, one of the eminent school leaders of Idaho, as superintendent at Idaho Falls and Coeur d'Alene, is now in the Department of Education of the University of St. Louis, in which seven thousand students are enrolled. Mr. Shank has always been an efficient promoter of sane and virile progress, and it will mean much to St. Louis to have him functioning in the city and the country round about.

MARY JOSEPHINE MALONE, Mount St. Joseph Academy, Dubuque, Iowa, won the one-hundred-dollar prize on "How I Teach English Composition"; Nellie I. Burton, A.M., head of department of English, Agawam, Massachusetts, High School, won the fifty-dollar prize; and Edith M. Waddock of St. Louis won the twenty-five-dollar prize, all in the Century Hand Book prize competition.

Book Table

THE MAKING OF AMERICA. By Grace Vollintine, Francis W. Parker School, Chicago. Illustrated by Frederick N. Wilson. Cloth. 270 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

It is a notable professional service which any publisher renders who gives the schools a book from the Francis W. Parker School of Chicago in which Flora J. Cook retains and maintains the spirit and wisdom of Colonel Parker than whom no one has rendered a greater professional service in half a century.

"The Making of America" embodies the educational philosophy and brilliant teaching art of Francis W. Parker.

There is no better story of "The Making of America" than is presented and illustrated by Grace Vollintine, and in no other recent publication has there been as good a demonstration of the pedagogical vitality of the man who first defiantly struck off the shackles of tradition and led the way to the freedom of the teacher, the man who first made professional administration a necessity.

Highly as we prize Grace Vollintine's book as a story of "The Making of America" we prize much more highly this portrayal of the professional genius of Francis W. Parker. We will assume the right to speak for many others as well as ourselves when we say to Flora J. Cook, "Thank you."

EARLY CONCEPTIONS AND TESTS OF INTELLIGENCE. By Joseph Peterson, Ph.D., George Peabody College, Nashville. Cloth. 320 pages. Yonkers-on-Hudson, New York, and 2126 Prairie Avenue, Chicago: World Book Company.

Joseph Peterson is thoroughly scholarly, is painstaking to the limit, is historically and biographically honest to the end of the limit, and is scientifically skilful, all of which characteristics are in evidence in this book. When Dr. Terman, the specialist pre-eminent, realized the need of a highway from the early testing and measurements to the present he knew where to find the man who could construct that highway and build bridges that will bear up under the present-day load. Joseph Peterson is that man, and he has done the work masterfully.

"The old question of repeating grades has received light from a new angle, and there are at present many well-informed individuals who contend that it is useless to ask a dull child to repeat a grade and a kind of work which have already been found to be above his limited comprehension. They hold that each child should be tested very early in his school career and should be given work of a character that will interest him and will come within the range of his abilities, so that he may make constant advance from year to year and be spared the humiliation and discouragement involved in the repetition of grades, and at the same time they are willing to give him the benefit of every bit of evidence that he can show in his work at any time for ability to do the normal child's work.

"Aside from the numerous uses now made of tests in the schools, important steps are being taken, by their use, toward better adjustment in the various fields of social and industrial activities, and the more progressive courts and penal institutions are adopting tests of intelligence to throw light on many problems relating to responsibility for crime. There is danger that intelligence testing may be regarded by the popular mind as the whole substance of psychology.

"There is a noticeable shift of emphasis away from the more simple reaction and sensory discrimination activities, and the attention of psychologists is a good deal occupied with such problems as the interrelations of different measurable traits, and the nature of 'general intelligence' and methods of its quantitative measurement. Many of the old-line experiments in psychology are growing obsolete and we are becoming more and more interested in what one can do under different conditions and in different fields of activity, rather than in what one finds on introspecting one's 'consciousness' under given experimental conditions. It is obvious that individual differences in various mental traits, as distinct from intelligence in general, are so great as to leave serious doubts regarding the wisdom of adopting any single measure of one's mental capacity except for the most practical and immediate purposes.

"Intelligence is vastly more complex than is usually supposed, and the problems as to its nature and the practical methods of its quantitative determination in different individuals touch vitally most of the older economic, religious, educational, penal, and even philosophical problems which have occupied great minds since the dawn of history."

THE BROWN-ELDREDGE ARITHMETICS. Book One. Joseph C. Brown, State Teachers College, St. Cloud, Minnesota, and Albert C. Eldredge, assistant superintendent, Cleveland. Cloth. 295 pages. Chicago: Roe, Peterson and Company.

Messrs. Brown and Eldredge have certainly made a very captivating arithmetic for use in the second, third and fourth school years. Mr. Brown is one of the leading State Teachers College men of the country, and Mr. Eldredge is certainly one of the most sensible and successful directors of affairs in a city system. We know the work of both of these men intimately, and we are in no wise surprised that their combined skill in arithmetic work has produced such an attractive and wholesome book.

Their motto is "a maximum of practice and minimum of theory," and they live up to their slogan admirably.

EVERYDAY ALGEBRA FOR NINTH SCHOOL YEAR. By Harry C. Barber, English High School, Boston. Cloth. 372 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

The title "Everyday Algebra," justifies another textbook on Algebra, even if there are many new ones created in response to the "Recommendations of the National Committee on Mathematical Requirements." Algebra, as we are saying frequently, is now a practical, out-of-school subject.

With the abandonment of the "formal discipline" claim in education the time-honored argument for Algebra must also be abandoned. Algebra is as much an "everyday" affair as any subject. It is used every day by educated people in their reading of magazines, and by all skilled workmen. Mr. Barber has had the best of preparation for the making of an "Everyday Algebra." As a teacher in the English High School, Boston, his whole aim has been to make everything the student learns as practical as a "Detour" sign, and as supervisor of mathematics in the public schools of Newton, Massachusetts, he has dealt with children from mill and factory families as well as of professional and big business families.

"The Shorthand of Algebra" is a happy phrase. The use of the formula for solving quadratic equations puts in the hands of students a short circuit to algebraic difficulties.

"Honor Work" for pupils who do extra well in tests is one of many super-sensible teaching arts.

OCEANIA: THE CONTINENTS AND THEIR PEOPLE. A Supplementary Geography. By James Franklin Chamberlain and Arthur Henry Chamberlain. Cloth. New York: The Macmillan Company.

Supplementary Geography is as indispensable to the successful study of geography as a knowledge of the latest creations in engineering is to one who figures on the installation of water works in a city, or, better yet, perhaps, an acquaintance with the latest specialists on ears and eyes by a country doctor who should know that no one can know anything scientifically who knows everything generally.

A basal text in geography is valuable in proportion to its stimulating a desire to know the latest and best about some phase of geography in which the student is interested.

No painting is valuable that attempts to make every feature of it equally prominent. No concert is a success that has no solos.

The Chamberlain brothers have done well to specialize on Oceania long enough to be recognized as specialists.

ECONOMICS FOR CITIZENSHIP. By W. D. Moriarty, University of Washington. Cloth. 540 pages. 55 Fifth avenue, New York, Chicago and Boston: Longmans, Green and Company.

We can recall no instance in which typographical arrangement has helped the pedagogical efficiency of a textbook quite so much as in the case of Professor Moriarty's "Economics for Citizenship."

For example, in the chapter on Technical Division of Labor: Essential to Effective Co-operation; Essential to Some Processes; Results in Increase in Skill; Results in Saving Time; Results in Improving the Process; Essential to Using Powers of Nature; Results in Saving Human Energy; Necessary to Secure Greater Exactness; Necessary to Effective Use of Labor.

Then follows the treatment of each topic in nine elucidating pages. The student knows what he is looking for and is eager to know fully the significance of each of the divisions and sub-divisions in the heading of the chapter.

A noticeable feature, an important feature of this book is the selection of the outstanding principles of "Economics for Citizenship" and dwelling upon these until the students master them, until they have learned them thoroughly and know why they have thought themselves through them.

The perspective is as clear as mountain peaks in New Hampshire, and the student knows them as instinctively as he knows Chocorua, Ossipee or Passaconaway. He has learned to love the mountain peaks of "Economics for Citizenship" because he has climbed them several times in order to know them.

Entirely aside from what a student learns of "Economics for Citizenship" the learning will be of estimable value as a mental experience. It is an unusual book in many ways aside from being a masterpiece in its subject.

SMALLPOX AND VACCINATION. Harvard Health Talks. By Benjamin White, Ph. D. Cloth. Cambridge: Harvard University Press.

Smallpox, even in our childhood was a scourge, was dreaded as a pestilence, but it is now so rare that our grandchildren give it no more heed than they do an uprising of Indians. Who of us realize that the only reason that the United States rarely has a case of this loathsome disease is because of the insistence upon vaccination? In this book Dr. White writes frankly of the history of the one-time ravages of this pestilential disease, of the discovery of its prevention, and the service vaccination has been to the civilized world.

HERCULES ALL METAL SCHOOL DESKS

25% more seating in same area.
No setting up. Shipped set up.

Lightest, strongest, most durable, quietest, easiest swept under, most sanitary, most comfortable, prettiest and lowest priced school desk on the market.

Sizes 1 and 2	$2.50
3 and 4	$1.75
5 and 6	$1.00

F. O. B. Your R. R. Station

Furnished also with wood or bakelite seats, backs and tops, and with enamel finish at slight additional cost.

E. L. RICE

1115 Conn. Ave., Washington, D. C.

The

NATIONAL SPELLING SCALE

For Elementary Schools

By JOHN J. TIPTON, M. A.
Assistant Superintendent of Schools
Allegany County, Maryland

A New Scientific Spelling Scale Based on Thorough Research with Reliable Standardized Norms. Published in Four Tests of Equal Difficulty.

PRICE

Examination Sheet, 2 cents. (Each pupil needs one)

Directions for Administering, 10 cents. (Each examiner needs one)

Class Record Sheet, 3 cents. (Each class should have one)

TERMS

Orders accompanied by remittance in full shipped prepaid, otherwise transportation extra. 25% discount allowed on orders for quantities.

PUBLISHED SEPARATELY

A Scale for Junior High Schools in Four Tests of Equal Difficulty

A Scale for Senior High Schools in Three Tests of Equal Difficulty

NATIONAL PUBLISHING SOCIETY

Mountain Lake Park, Maryland

TREND OF THE TIMES

Balkan Trouble Is Suddenly Halted

A sharp ultimatum was laid down by the council of the League of Nations, October 26, demanding immediate cessation of hostilities between Greece and Bulgaria and withdrawal of Greek troops from Bulgarian soil. Athens replied that arrangements for evacuation had already been completed through the friendly intervention of Rumania.

The trouble arose over raids of border gangs who are not controlled by the Bulgarian government as Greece claims they ought to be.

The League's order to stop fighting was the most drastic yet uttered by that body. The council met in the room in Paris in which President Wilson first read the covenant of the League.

Minor disturbances attended withdrawal of Greek troops which, however, was effected promptly.

Cuba Feels Florida Boom

The proximity of Florida has resulted in a land boom in Cuba, according to Felipe Taboada, Cuban consul general in New York City, who has announced the first Cuban Exposition, to be held at Hotel Pennsylvania, November 16-21. Tourists are flocking to the island at the rate of 1,000 a week. The consul general said that daily airplane service will start soon between Jacksonville and Havana, via Palm Beach and Miami. He added that the exposition should interest all Americans, for the Cubans aim to show Americans the great strides their country has made as a result of our intervention, which made it possible for them in 1902 to establish their own republic.

Ancient Damascus Bombarded, Pillaged

Damascus in Syria, oldest city in the Near East and one of the most picturesque and interesting places in the world, has been devastated with French shellfire and pillaged by bandits. French troops had previously burned several villages which they believed were harboring brigands. A dozen corpses from the ruins were later paraded on camels through Damascus as a warning, but with opposite effect. Outbreaks and disorders ensued, and these led the French to withrdraw protection from the quarter of the city occupied by Europeans and to shell the city. A famous mosque was injured, the Aam palace was ruined, and "the Street Called Straight" (mentioned in the Book of Acts) was badly wrecked and its shops looted. French methods of discipline evidently do not work well in Syria, which is under French mandate.

Sensation at Outset of Mitchell Court-Martial

Trial of Colonel William Mitchell by court-martial, on charges of insubordination, opened in Washington. Three of the thirteen army officers who were to constitute the court were challenged by Mitchell or his counsel on the grounds of bias. General Summerall, president of the court, withdrew in a rage, though voluntarily. General Bowley was retired by vote of his colleagues. General Sladen was removed by peremptory challenge, no reason being given. It thus appears that the tribunal was, at the outset, a packed body. Mitchell's defence was based upon a plea of personal liberty. The point upon which the trial hinges is the amount and kind of criticism a military officer shall be allowed to make of his superiors. Mitchell's comments upon the aviation branches of both the army and the navy have been far from moderate.

Caillaux Failed to Save French Credit

Even so able a financier as Caillaux was unable to steer France out of her difficulties of money and credit. On October 27 the French cabinet resigned because Caillaux refused to do so alone. Later Premier Painleve reorganized the administration, himself taking the ministry of finance as well as holding the premiership. Briand is retained as foreign minister. Caillaux is left out, and France's financial muddle is about where it was when Caillaux was called in to straighten it out, last April. The socialists, upon whom the cabinet relied for support, had demanded a levy on capital. Caillaux was strongly opposed to this, believing France could and should meet her obligations from current income, leaving the resources of production unimpaired.

Washington Unveils Argentine Gift

A monument to a South American revolutionary hero—Jose de San Martin, of Argentina—was unveiled recently in Washington with highest honors. The statue of San Martin was presented in the name of the people of Argentina by the Argentine Ambassador, and accepted for the American people by President Coolidge. The presentation and acceptance were followed by a salute of twenty-one guns and a military parade. The monument, erected in Judiciary Square, is a bronze copy of one standing in Plaza St. Martin in Buenos Ayres. Not only the bronze statue and the two bas-reliefs on the sides of the base, but the cut granite, and every other material entering into the monument, was sent from Argentina.

Peace Returns To Nicaragua

A peace treaty has been signed in Nicaragua by President Solorzano and General Emiliano Chamorro, whose forces recently carried out a coup and captured La Loma fortress. The town was entered by Chamorro because of his opposition to members of the Liberal party having seats in the Cabinet. Chamorro is a Conservative. The Liberals holding portfolios were dismissed under the agreement and the Conservative party promised to lend its support to President Solorzano. One of the stipulations was that $10,000 be paid to General Chamorro for expenses incurred in the operation and that his troops be paid off by the government. Chamorro was appointed a general of the army for a sufficient time to insure peace.

Preventing Waste, Finds New Power

A Holland manufacturer of straw board who had been letting the waste product of his plant flow into a river was obliged by the government to run it into storage tanks. He then learned that it was possible, by using certain gas evolving bacteria, to produce enough methane or marsh gas to run engines to operate dynamos and supply light and power for his factory, leaving a surplus of gas which he sells to the local lighting company.

Twenty years ago there were only 1,300 students in modern-type schools in China, while today there are 7,000,000.

Vacant Public Land in Florida

Nation-wide interest in the Florida real estate boom prompted Secretary Work, of the interior department, to issue a statement showing just how much public land remains in the state subject to entry under various acts of Congress. Exclusive of a number of islands off the coast, heretofore considered worthless, but which government officials now believe to have enormous potential values, the amount of unappropriated, unreserved and vacant public land in Florida was about 10,200 acres on September 1 last. Figures just compiled show that at the close of the fiscal year ending July 1, 1924, there were 79,606 acres of public land in Florida, and that at the close of the fiscal year ending July 1, 1925, this was reduced to about 20,000 acres as a result of the unprecedented boom in Florida.

Trees to Honor Riley

Plans are being made for tree planting along the James Whitcomb Riley Highway in memory of the poet. The American Tree Association at Washington is registering all the Riley tree planters in the tree-planting army.

France's Receipts Under Dawes Plan

France's receipts from Germany under the Dawes plan for the second year of its application totaled 40,592,052 gold marks, according to figures published by the office of the Agent General for Reparations. German coal deliveries to France represented 13,491,874.10 marks of this total, the cost of the French occupation 3,232,225.78 marks, and the delivery of chemical fertilizers 6,030,819.35 marks.

German Trade Treaty in Effect

Temporary arrangements under which American commercial relations with Germany have been conducted since the war were supplanted recently by a permanent treaty of friendship and amity with Germany, ratifications of which were exchanged by Secretary Kellogg and Baron Von Maltzan, the German Ambassador.

Woodrow Wilson Stamps Coming

The desire of President Coolidge that a stamp bearing the likeness of Woodrow Wilson be issued as soon as possible has been communicated to the Postoffice Department. Announcement to this effect was made at the White House with the added statement that the department would issue such a stamp. Complaints have been received from some quarters that the proper recognition was not being accorded the wartime President. It is pointed out that not until the present administration was a stamp in honor of President Cleveland issued.

World's Biggest Tunnel to Open

Imposing ceremonies will mark the opening this month of the shipping tunnel between Marseilles and the inland salt-water lake known as the Etang de Berre. The tunnel is the largest in the world and has been bored for five miles through mountains. This work has taken fourteen years. When the tunnel is open there will be created a direct route from the Mediterranean to Central Europe which will accommodate 1,200-ton seagoing barges.

Farmers Hold Corn For "Cost Plus" Price

Meetings were held in Iowa to organize farmers to withhold their corn from the market until it can be sold for "cost plus" prices. Success of the movement was assured, according to officers of the Iowa Corn Growers' Association. Farmers were urged to take advantage of the new state warehouse law by sealing up their corn, obtaining a warehouse receipt and holding it to prevent warehouse companies and grain companies in the East making profit on the corn flung on the market all at one period.

Andrews' Dry Reorganization in Effect

The last preliminary phase of Federal prohibition enforcement reorganization ended October 14, and General Lincoln G. Andrews, assistant secretary of the Treasury, is now in direct control of an enforcement machine of his own making. Two thousand prohibition agents and employees of the prohibition service automatically went off the government pay roll as the new order became effective, Mr. Andrews having charted a course which he believes will permit enforcement with a considerably smaller number than heretofore employed. With respect to the identity of newly appointed agents a policy of rigid secrecy will prevail. The choice of the administrators will not be revealed.

Dervishes Ousted by Turkish Decree

One of the most drastic and far-reaching reforms in Turkish life has gone into effect almost unnoticed by the outside world. The government's recent decree closing all monasteries in the republic and permitting only secular religion has thrown out into the world some 20,000 Turkish monks and dervishes—mystics of Islam—who are totally unfitted by education or equipment for any other pursuit in life. The summary decree at the same time removed from Turkish life one of its strangest and weirdest classes, the dervishes, whose antics furnished endless entertainment to American tourists to Constantinople.

Child Labor Fight Just Begun

"I announce to the people of America that the American Federation of Labor has just begun the fight for the children of America," said William Green, president of the American Federation of Labor, at the convention of that body held recently at Atlantic City, N. J. He also stated that the Federation is preparing to seek better compensation laws for workingmen injured in industry.

Abandon Work to Hear Radio

Reports from Venezuela state that the Venezuelan Government has temporarily banned radio receiving sets from the country because they keep people from working. There is a large number of listeners-in considering the population. Two months ago broadcasting afternoon programs was officially stopped, for a great number of persons gave up their afternoons listening instead of going back to work after lunch. Ships in the harbor and private broadcasting stations in the oil belt, not under government control, continued to send out afternoon programs that were eagerly received. Now the Venezuelan Government is banning the importation of sets. The ban greatly increases the popularity of sets already in the country. Even the smallest Venezuelan villages have community listening-in parties.

Our Work Is Educational— Like Yours

We have taught thousands of people **HOW** to build up a **THRIFT HABIT and a SUBSTANTIAL BANK ACCOUNT.**

Our plan of regular monthly deposits is the most successful savings plan on earth. Let us show you!

Watertown Co-operative Bank

A $9,000,000 INSTITUTION
27 Years Old
BOSTON, 72, MASS.

EDUCATION IN ACTION

Boston Rejects Teacher Residence Plan

By a vote of four to one, the Boston school committee, at a special meeting on October 26, rejected the proposal of Committeeman Edward M. Sullivan to require all teachers and other employes of the school board to be legal residents of Boston. Mr. Sullivan alone voted for the measure, against which Superintendent of Schools Jeremiah E. Burke joined the four remaining members in taking a stand. A public hearing on the question had been given by the committee Thursday evening, October 22. Superintendent Burke stated that the slogan "Boston Schools for Boston Teachers" was misleading, as the schools are not for teachers, resident or non-resident, but for the children. Dr. Frederick L. Bogan, chairman of the committee, asserted that many life-long residents of Boston have been obliged to move out of the city because of the housing situation. Committeeman William G. O'Hare favored the idea that future appointees be required to reside in Boston within a year after their appointment. Mr. Sullivan said that his submitting the order was not a political move. He stated his belief that the rights of Boston taxpayers are paramount to the convenience of non-residents who aspire to teach in Boston.

Honesty Course for Elementary Schools

Alarmed by the growth of crime in this country, particularly crime against property, business leaders are joining in a campaign to add an "honesty course" to the curriculum of the elementary schools, in order to inculcate in pupils a proper conception of square dealing. Among these leaders is William B. Joyce, chairman of the National Surety Company, who for many years has been devoting his energies to combatting financial crime. His company has published a textbook on honesty that is used by more than 10,000 public schools in this country. It is estimated that financial crime in the United States is causing a loss of $3,500,000,000 a year. Youth is the principal offender in the perpetration of crime against property. Eighty per cent. of all criminals in this country are under twenty-eight years of age.

The Linguistic Society of America

Last December, as a result of the enthusiasm of Professors Leonard Bloomfield, G. M. Bolling, and E. H. Sturtevant, and in response to a call signed by twenty-nine prominent scholars in the linguistic field, a meeting was held in New York City, at which the Linguistic Society of America was organized.

The Society fills a distinct need, that of furnishing a meeting-point for scholars interested in language, whatever their narrower field may be. The students of the classical languages, the Indo-Iranists, the Semitists, the followers of the various modern languages, the scholars in American linguistics, had theretofore rarely met one another in scientific gatherings. A number of scholars in philosophy, psychology, history, and education, also have entered the new foundation, together with a large number of anthropologists. The benefits to linguistic science in America, provided the Society receives support, are obvious.

The Society has already established a quarterly journal, Language, the fourth issue of which will appear in December, completing the first volume as the first year of the Society comes to an end. It is inaugurating also a series of monographs, the first of which will be issued toward the close of the present year. By these publications, and by holding annual meetings, it is seeking, in the words of its constitution, "the advancement of the scientific study of language."

Already the Society counts over 300 members, with a score of subscribing libraries and a number of exchanges.

Applications for membership should be sent to the secretary, Roland G. Kent, University of Pennsylvania. The annual dues are five dollars.

The next meeting will be at the University of Chicago, December 28 and 29, preceding the meeting of the Modern Language Association on December 29-31; a single session, either separately or jointly with the American Philological Association, may be held at Ithaca on December 31.

Policy of Wisconsin's President

President Glenn Frank of the University of Wisconsin in outlining the course which he intends to follow while he is head of the State University criticised people who call themselves conservatives, liberals or radicals, and added that he felt the only person worth bothering with was the realist. He said that in deciding a question he would not be guided by whether it was conservative, liberal or radical. He spoke of the three divisions—conservatism, liberalism and radicalism—as "three airtight and often thought-tight compartments," and added: "We park ourselves behind these barricades and begin to approach things in terms of emotion."

Real Estate Course for Teachers

An intensive short course in real estate, the first of its kind to be given anywhere in the United States, has been arranged by the National Association of Real Estate Boards in cooperation with the Institute for Research in Land Economics and Public Utilities and with Northwestern University. The new course is primarily to give training to teachers of real estate courses now being conducted in more than two hundred cities over the United States and Canada. These courses are being offered by member real estate boards of the national association, by universities and colleges, or by Y. M. C. A. schools and other vacational institutions. There will be concentrated work on the principles of real estate practice, real estate law, and real estate appraisals. Courses in real estate finance, land economics and real estate transfers and conveyances will also be available on demand. The courses will be given at Northwestern University, Evanston, Illinois, December 27, 1925, to January 2, 1926.

May Drop Capital Letters in Russia

The commissariat of education has been considering a proposal to eliminate capital letters from the Russian script. In favoring the proposition it is argued that the Oriental nations incorporated in the Soviet Federation are not accustomed to employ capital letters, and that it would be easier for them to learn Russian if capital letters were excluded.

Read and Absorb Page in Two Minutes

A good student can read one page of the average book in two minutes and absorb what he has read, Professor Charles H. Judd, director of the school of education at the University of Chicago, told members of the freshman class recently. The exceptional student can read the page in one minute. If the eye travels uniformly over the page, line after line, the teacher knows that the student is really reading and getting something out of the page, he stated. If, however, the eye travels quickly over the first line or two and then begins to slow down the teacher will soon find that student looking up from the book, gazing out of the window or turning his head to discover the cause of every slight noise in the room. That student is not absorbing what he is reading, he concluded.

New Jersey Teachers Assail School Code

New Jersey's code of laws relating to the administration of its schools should be revised to meet modern needs, according to a report made by a committee named by the New Jersey State Teachers' Association to study the state's educational facilities. The report, presented by Preston H. Smith of Bayonne, chairman, was a feature of the sessions of the seventy-first annual convention of the association. Provision of facilities for the training of teachers is the crux of the whole problem, the report declares, adding that supervision of normal schools by a committee of the State Board is farcical and that they should be under the control of the State Commissioner of Education. Referring to the educational laws, the committee declares that they were largely intended for administration of rural schools.

Hebrew College Celebrated Anniversary

The Hebrew Union College in Cincinnati, O., has observed its fiftieth anniversary, leading Jews throughout the country participating in the exercises. The institution was founded fifty years ago by the late Isaac M. Wise, and has graduated 254 rabbis, who now occupy leading pulpits throughout the country. Originally holding its first classes in a small room, the college now occupies four large buildings.

Few Enter Yale With Conditions

A total of 93.5 per cent. of the present freshman class, or 807 of the 863 men, entered Yale University this year without conditions in any subject, according to figures given out by Professor Robert N. Corwin, chairman of the Yale board of admission. The fifty-six students allowed to enroll with conditions had only minor defects in their records, which were outweighed by other scholastic considerations. Five years ago, Professor Corwin pointed out, the percentage admitted without conditions was 58.5, and two years ago the proportion with conditions was fourteen per cent. larger than in the present class.

Explains Cause of Universal Gravitation

Captain T. J. J. See, professor of mathematics, United States navy, and government astronomer at Mare Island, Cal., announced in a statement that he had completed confirmation of the ether-wave theory as an explanation of the physical cause of universal gravitation. In the language of the layman, Professor See said his theory explains beyond question the motions of the planets, their attraction for each other, with the nature and speed of light and sound waves. The ether, See's thesis maintains, is a substance, but many, many times more tenuous than air or even the most tenuous of the gases.

Hot Lunches Urged for Public Schools

Dr. Merrill E. Champion, director of the division of hygiene, Massachusetts Department of Health, strongly advocates the establishment of a system in public schools in Massachusetts whereby hot lunches of wholesome food may be served at cost to school children during the late Fall and Winter months. Although, according to Dr. Champion, the practice of mid-morning lunches in public schools is now general, the next step is the general adoption of a hot lunch service during the recess at noon. Consideration should be given to a well-balanced diet, Dr. Champion says.

Princeton Fosters Campus Residence

Princeton University will house sixteen per cent. more of its undergraduate body within the limits of the campus in 1927 than in the five years previous, according to information on the building program made public by George C. Wintringer, Controller. It is expected that by that date eighty-two per cent. of all undergraduates will live "on campus" in accordance with a policy adopted in 1922 by the Board of Trustees at the same time that it was determined to limit the enrollment to about 2,200. At the present time about seventy-three per cent. of the student body lives in dormitories, leaving approximately 620 students who must find lodging in the borough. Dormitory rooms are allotted by drawing, priority resting largely in the classes of the applicants.

Quits College Rather Than Be Vaccinated

Kenneth D. Godfrey, a Yale freshman, left college rather than submit to the university requirements of vaccination. His guardian, L. W. Anderson, said that he would not have allowed the boy to matriculate at Yale if he had understood the university rules. Mr. Anderson said the young man was asked to submit to a physical examination and vaccination, and, rather than do so, on advice of his guardian, withdrew. Yale executive and Department of Health officials declined to comment on the case except to assert that Yale had a rigid rule requiring students to be vaccinated and that Godfrey voluntarily departed without any action by the university.

Spanish Teachers Under Censorship

Spain has put the ban on the preaching by school teachers of anti-social and anti-patriotic doctrine inside or outside classrooms. The official gazette published a government order to this effect. The order was inspired by similar action on the part of the French government.

Teacher Back From Far North

The first white woman ever to walk on Victoria Land, 1,000 miles northeast of Point Barrow, Alaska, Miss Alice Supplee, has returned to Seattle, Wash., after a year's adventure and misadventure among the strange people and animals of the North. Going North in June, 1924, as a teacher for the family of half-breed children of Captain C. Klingenburg, fur trader, Miss Supplee spent nearly a year guiding her pupils in the art of reading, writing and manual tasks.

Wells College Receives Gift

The Carnegie Corporation has appropriated $25,000 for aiding the instruction in fine arts, including music, in Wells College, Aurora, N. Y. The gift will form an emergency fund for the purchase of equipment to be used by the college in the teaching of fine arts.

The college fraternity system will be 100 years old in November.

How Many Teachers Want to Join The "Don't Worry" Club?

Everybody's doing it now—joining the "Don't Worry" Club by letting the T. C. U. share the risk of loss of income by reason of Sickness, Accident and Quarantine. Always the sensible course, it has now become the popular one.

We want to tell you all about the T. C. U.—how it has grown from a very small beginning until today thousands of Teachers, throughout America, share in its protection and, in time of need, participate in its benefits.

Start the New Year right by becoming one of those fortunate Teachers—

—Who have no financial worries, due to Sickness or Accident.

—Who have a regular income in time of need.

Just sign your name and address in the corner, tear off and mail for complete information. It will place you under no obligation.

What the T. C. U. Will Do For You

It will pay you $50.00 a month when you are totally disabled by Accident or Confining Sickness, and $25.00 a month for illness that does not confine you to the house, but keeps you from work and requires medical attention at least once a week. After your policy has been maintained in continuous force for one year it will pay certain operation benefits in addition to other benefits. It will pay you a 20 per cent. increase in sick benefits for two months when you are confined in an established hospital. It will pay you $50.00 a month when you are quarantined and your salary stopped. It pays regular indemnities of from $333 to $1,500 for major accidents, or for accidental loss of life. All benefits are doubled for travel accidents sustained through railway, street car or steamboat wreck. Protects during the vacation period as well as during the school year.

If you desire larger benefits, either for accidental death or monthly benefits, the T. C. U. will supply your needs at a proportionately increased premium charge.

We should like to send you a copy of our Booklet explaining fully the benefits of the T. C. U. to every teacher not now a member. Just sign, clip and mail the coupon. It will place you under no obligation whatever.

Write Your Name Below for Full Information

FREE INFORMATION COUPON

To the T. C. U., 441 T. C. U. Bldg., Lincoln, Neb.

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name .....

Address .....

.....

This coupon places the sender under no obligation.

Teachers Casualty Underwriters

441 T. C.U. Building, Lincoln, Neb.

ESTABLISHED 1869

STORMY WEATHER

MEANS A GREATER STRAIN ON THE BINDINGS, LEAVES AND EDGES OF TEXT BOOKS.

HOLDEN BOOK COVERS—

Made of a Specially Prepared Material Impervious to Rain, Snow, Mud or Grease—Protect and Re-enforce the Books, Keep Them Clean, Neat and Sanitary and Increase Their Length of Service.

(*Samples free*)

THE HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

Whence "Satiated"

Teacher—"Robert, give me a sentence using the word 'satiate.'"

Bobby—"I took Mamie Jones to a picnic last summer and I'll satiate quite a lot."—Boston Transcript.

Stingy

Teacher—"Why, Jimmie, is it true that your mother has diphtheria?"

Jimmie—"Yes, Ma'am."

"But don't you know you mustn't come to school? You might get it from your mother and then give it to the whole class."

"No, ma'am; it's only my stepmother, an' she never gives me nothin'!" — From the Progressive Grocer.

Not Interested

"Could I sell you Boswell's Life of Johnson, sir?" asked the book agent.

"Certainly not," replied the self-made millionaire, "I'm not interested in the career of colored pugilists."—Birmingham Age-Herald.

The Reason Why

"When I was young," said Aunt Jane, "girls never thought of doing the things they do today."

"That's probably why they didn't do them," drawled the girl.—Chicago Journal.

And That's That

Teacher—"Have you read the outline for today?"

Johnny—"No."

Teacher—"Have you read the topics?"

Johnny—"No."

Teacher—"What have you read?"

Johnny—"I have red hair."

This'll Do

At the conclusion of the primary language class the teacher announced that the subject of the next lesson would be poetry, and then asked:—

"Can any one tell me what poetry is?"

Little Chester immediately raised his hand, and upon being recognized, said: "Poetry is chickens."—Life.

Higher Degrees

"So you have graduated from college?"

"Yes, sir."

"Studied abroad, too?"

"Yes, sir."

"Consider yourself now fairly well able to get along and adapt yourself in any kind of society?"

"I believe so."

"That's what I used to think, but I lived to discover this: No matter how many college degrees a man earns nor how carefully his parents may have trained him, when he gets married there's always a lot his wife still thinks necessary to teach him."—Detroit Free Press.

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 402 Dillaye Bldg.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 210 Title Bldg.
Chicago, Ill., 28 E. Jackson Blvd.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Berkeley, Cal., 2161 Shattuck Ave.
Los Angeles, Cal., 548 So. Spring St.
Toronto, Can., 11 Leader Lane

Send for circular and registration form free.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager

120 BOYLSTON STREET, BOSTON

H. S. BALDWIN T. M. HASTINGS

THE EASTERN TEACHERS' AGENCY

Reputation founded on over thirty years of successful experience.
Established 1890 6 BEACON STREET, BOSTON

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. 8 Beacon Street, Boston
Telephone Hay. 1678. Established 1885.

The Pratt Teachers' Agency 70 Fifth Avenue NEW YORK

Recommends college and normal graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country.
Advise parents about schools.

An Interesting Meeting

The Boston Esperanto Society observed its last barco of the year at Pierce Building, Copley Square, on Saturday, October 31. Luncheon preceded the program. C. H. Russell, an Esperantist of long standing, gave an address, "Evolution and Esperanto." Vice-President Hastings read from Zion's Herald a recent article by Dr. D. O. S. Lowell entitled "The Rising Tide of Esperanto." Norman W. Frost, Cambridge, Mass., delegate of the "Universala Esperanto Asocio" spoke of the importance of the acceptance of Esperanto by the Paris Amateur Radio Congress, and emphasized the present interest of Science in the claims of Esperanto.

K. Ossaka, sent by the Japanese government to this country, spoke most interestingly in English and in Esperanto. Mr. Ossaka has been an Esperantist since 1906, and is editor of the Japanese journal, Revuo Orienta.

Edward S. Payson, president emeritus of E. A. of N. A. responded to Mr. Ossaka's message of brotherly greetings sent by the Japanese Esperantists to fellow Esperantists in this country.

Miss E. J. Meriam, secretary of E. A. of N. A., told of the important gains of Esperanto during the last month.

Due to the absence of transportation facilities, thousands of tons of African produce are still carried on the backs of natives.

INDIVIDUALITY IN HANDWRITING

within ethical bounds embracing LEGIBILITY, RAPIDITY, EASE and ENDURANCE, is developed by teachers and pupils who learn PALMER METHOD PENMANSHIP.

THE PALMER METHOD FREE SERVICE is maintained for all schools in which the **Palmer Method Textbooks** are used.

If you do not understand the PALMER METHOD PLAN thru which good penmanship thruout a school system may soon be an assured fact, please let us tell you all about it.

THE A. N. PALMER COMPANY

30 Irving Place, New York, N. Y. 2128 Calumet Ave., Chicago, Ill. Pittock Bldg., Portland, Ore.

Whales, it is believed, often pass from Antarctic to Arctic waters. A British expedition now in southern seas will attempt to label a few of the animals in the hope of solving the problem of their migratory habits.

When toothpicks were first introduced into England from France and Italy centuries ago their use was considered a mark of gentility. To show themselves possessed of such an instrument men of fashion wore them in their hatbands.

Japan is about three times the size of New York State and with all her colonies and dependencies is about one-fourth larger than France.

The famous war-time Premier of France, M. Clemenceau, who has just reached his eighty-fifth year, is said to have declined an American offer of $100,000 if he would write his memoirs.

A new safety cap for firemen, recently introduced in Germany, is attached to the hose and placed over the ordinary helmet, spraying the fireman with a curtain of water.

The newest estimate of the cost of the World War is more than $80,000,000,000.

A new method of mosquito prevention consists in mixing oil with sawdust which, when "sowed" on the water, sinks, and releases oil for four or five days.

MEETINGS TO BE HELD

NOVEMBER.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12: Massachusetts Superintendents' Association. afternoon.

12: New England Superintendents' Association, evening and all day Friday, November 13. S. H. Chase, Secretary, Beverly.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

14: New England High School Commercial Teachers Association, School of Practical Arts and Letters, Boston University. President, Katherine W. Ross, Boston Clerical School. Secretary, W. O. Holden.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

3-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Association of University Professors, Chicago, Ill. Professor H. W. Tyler, Massachusetts Institute of Technology, Cambridge, Mass.

28-29: American Association of Teachers of Spanish, Columbus, Ohio. William M. Barlow, 302 Stanley avenue, Tompkinsville, New York.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

29-30: American Linguistic Society, Chicago, Illinois. Professor Roland G. Kent, University of Pennsylvania, Philadelphia, Pa.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: The Pennsylvania State Education Association, Scranton, President, Miss Jessie Gray, Philadelphia.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY

DISCRIMINATES IN SELECTION
RECOMMENDS WITH EMPHASIS
FOLLOWS UP TEACHERS PLACED

Prompt and Careful Response to Inquiries. **Free Registration**

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

40TH YEAR

25 E. Jackson Boulevard, Chicago
437 Fifth Ave., New York.
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.

TEACHERS WANTED especially those desiring **Promotion.** Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN ::: TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON, 23 Union Square, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address H. S. Kellogg, 31 Union Square, New York.

SCHERMERHORN TEACHERS' AGENCY

Established 1855

366 FIFTH AVENUE
New York City
Charles W. Mulford, Prop.
BRANCH OFFICES:
1386 Euclid Avenue
Cleveland, Ohio
406 Union Trust Building
Pittsburgh, Pa.

A superior agency for superior people. We register only reliable candidates. Services free to school officials.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

WINSHIP TEACHERS' AGENCY

We have unusual facilities for placing teachers in every part of the country.
6 Beacon St. . . Boston, Mass.
ALVIN F. PEASE, Manager
Long Distance Telephone
Member of National Association of Teachers' Agencies